ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/5/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000412	7164	N.A.	

4. AUTHOR(S):
Nelson, Edwin C., chairman

5. TITLE OF DOCUMENT ABSTRACTED:
The Fifth-Year Program in Teacher Education

6. PUBLICATION TITLE:
Reports of the 12th Workshop on Teacher Education

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Univ. of Minn.
ST. Minneapolis, Minn.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
University of Minnesota

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	64-71	Aug. 59	8

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (9-12)

teacher edu. Y-20	professional edu. P-20	secondary education Y-05		
graduate edu. S-04	objectives P-00	admissions R-07		
programs P-22	administration R-06	required courses P-36	degrees G-01	curriculum R-53

17. ABSTRACT (MAX. 250 WORDS)

Report of workship seminar on the 5th-year program in teacher education: Objectives, administrative problems in initiating such a program, admission and degree requirements, and proposed 5th-year curricula for secondary teachers and school administrators.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education
	23. DURATION OF PROJECT	

ERIC Form 1

Reports of the 12th Workshop on Teacher Education. August 1959 64.

Univ. of Minn
Minneapolis, Minn

Seminar 4

The Fifth-Year Program in Teacher Education

The members of Seminar 4 began their seminar duties with a general discussion of a topic of mutual interest--the fifth-year program in teacher education. Following a review of the workshop reports of previous years, it was decided that the Seminar should consider the following general problems relating to the fifth-year program: objectives of such a program, administrative problems in initiating the fifth-year program, the practices of admission and retention, and the curriculum for the master teacher and for the administrator.

Since the practices, procedures, and curriculum of such a program must depend upon its objectives, the Seminar decided that the formulation of a set of general objectives should be its first course in attacking the project. Through free discussion, based on information obtained through a review of literature and through experience, the Seminar, as a whole, formulated the objectives of the fifth-year program.

Objectives of the Fifth-year Program

The fifth-year program in teacher education is designed to enable the student to extend and reinforce his knowledge and competencies in the areas of his interests and professional responsibilities and to reinforce and clarify his values. The objectives are:

1. To enlarge and refine his understanding of contemporary society through a fuller appreciation of his culture and its world relationships.

2. To increase his knowledge in a teaching field and his sense of the relationship of all learning.

3. To extend his understanding of human growth and behavior and their implications for teaching.

4. To strengthen his basic educational philosophy

5. To stimulate his interest in, and understanding of, the teaching profession.

6. To encourage his interest in independent investigation and experimentation in all teaching.

7. To provide him with intellectual stimulation and a foundation for continued study.

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Sub-committees of Seminar 4 gave further study to the special areas and presented recommended statements or criteria to the Seminar. Through group discussion of the sub-committee reports were revamped to meet the approval of all members. The process through which the following reports were formulated was a most valuable one to the participants.

I

Administrative Problems In Initiating A Fifth-year Program

1. Where Does The Institution Get Support For The Program?

   A. Research

      (1) Institutional self-studies to determine resources, strengths, weaknesses, and areas to be opened for graduate study
      (2) Study of teacher preparation in the service area
      (3) Population studies
      (4) Survey of superintendents and county supervisors to determine need and to strengthen public relations
      (5) Other studies

   B. Legal bodies

      (1) State Board of High Education, Board of Regents, or College Board of Trustees
      (2) Members of Legislature
      (3) State Board of Education

   C. Professional and lay groups

      (1) Alumni
      (2) Teachers in area served by the college
      (3) State teachers association
      (4) Local interests

         a. Chamber of Commerce
         b. Service Clubs
         c. AAUW
         d. Others

   D. Accrediting Agencies

      (1) North Central Association
      (2) National Commission for Accreditation of Teacher Education
      (3) Others

2. When Shall The Graduate Program Be Available?

   A. Summer
   B. Year-around

      (1) Part-time; evening, late afternoon classes and Saturday classes
      (2) Full-time; regular classes

3. What Should Be The Qualifications For The Staff?

   A. Excellence in teaching mature, advanced students
   B. Doctoral degrees highly advisable

4. What Is The Recommended Teacher Load?

   The teacher who has 50% of teaching load at the graduate level should not have more than 12 semester hours and a reasonable total load of all duties.

5. What Are The Recommendations For Class Size?

   Large enough to provide for a community of scholars and not so large as to prevent the possibility of the free expression of opinion.

6. What Are Some Of The Other Administrative Problems Involved In The Initiation Of A Fifth-year Program?

   A. Graduate Council of not more than 5-7 members

      (1) Functions as a policy making body
      (2) Executive officers should apply policies

   B. Graduate faculty should be organized and have opportunities to approve the policies adopted by the graduate council.

7. What Are The Curricular Problems Of The Program?

   A. Articulation of the fifth-year program with the under-graduate Program

   B. Balancing the program with respect to

      (1) Professional education courses
      (2) General education courses
      (3) Specialization courses

C. Determining how curriculum can be expanded, new courses inaugurated, etc.

D. Course outlines should show graduate dept and quality.

II

Admission And Retention In The Fifth-Year Program

1. Admission To Graduate Study Leading Toward The Master's Degree For Secondary Teachers

The student will be admitted to graduate study when:

A. He has met the requirements for the baccalaureate degree through the completion of a program of appropriate courses in the areas of general education, professional education, and special education in a college or university of recognized standing.

B. He has satisfactorily completed the subject matter prerequisites in his field of interest.

C. He has produced evidence of his competence to do graduate work and to become a master teacher as reflected by entrance examinations, interviews, confidential statements concerning his teaching competencies, scholastic records, and similar data.

D. He has satisfactorily passed a health and physical examination.

E. He has had teaching experience. (Except in unusual circumstances.)

2. Admission To Candidacy For The Master's Degree

In order to be retained in the fifth-year graduate program the student must have qualified for admission to candidacy for the master's degree by the time he has completed approximately one-half of his graduate program. The student will be admitted to degree candidacy when:

A. He has maintained a "B" average in his graduate courses.

B. He has maintained a satisfactory record with reference to his physical, mental, moral, and emotional fitness.

C. He has made satisfactory progress toward becoming a master teacher as demonstrated in a re-evaluation of the types of evidence submitted at the time of admission to graduate study.

3. Granting Of The Degree

The degree will be granted after the student has met the following requirements:

A. He has been officially admitted to candidacy.

B. He has completed 30 semester hours, at least 24 of which must have been taken in residence, as a graduate student at the institution granting the degree, with a grade average of "B" with not more than twenty per cent of the grades below "B". Not more than 36 semester hours may be used in meeting this grade average requirement.

C. He has had accepted two significant papers or equivalent evidence, supported by written commentary, of his ability to do satisfactory independent work.

D. He has completed the requirements for the degree within five calendar years.

E. He has had at least half of his graduate credit through courses which were limited to graduate student enrollment.

F. He has successfully passed his final examinations, written or oral or both.

III

The Curriculum In The Fifth-year Program For The Secondary Teachers

Because of the wide divergence in the interests of the candidate for the master's degree for the secondary school teacher and because of the variety in the undergraduate programs of teacher education, the curriculum for candidates in the fifth-year program must remain elastic. It follows that the program for the fifth year should be outlined in general terms, so that the candidate and his adviser may propose a course of study to meet the candidate's particular needs. But because elasticity under the guidance of a single adviser is subject to bias and personal preference, the final form of each candidate's program should depend upon approval by a committee instead of an individual.

Secondly, the master's degree conferred upon a secondary school teacher at the end of the fifth-year program is not designed to enable the student to become a candidate for a doctoral degree but rather for the enrichment of the of the teaching profession through the strengthening of the individual teacher.

To meet these requirements, the committee proposes the following pattern for a fifth-year program:

1. Area of General Studies (3-9 semester hours)

   A. Advanced courses designed to introduce the candidate to fields in which he has little or no previous instruction.

   B. Inter-disciplinary courses which enlarge his understanding of the unity of learning.

   C. Courses outside his teaching field which support his understanding of its relations to other areas.

2. Area of Special Interest (12-21 semester hours)

   A. Courses in the candidate's teaching field to increase both the depth and breadth of his understanding in that field.

   B. At least one course in the teaching field in which the candidate works independently and submits a carefully prepared written report at the conclusion of the course. (Seminar, independent reading, thesis, practicum, etc.)

3. Area of Professional Education (6-9 semester hours)

   Courses elected from these areas:

   Advanced problems in his teaching field
   The philosophy of education
   Educational psychology
   History of education
   Statistics and evaluation
   Audio-visual methods and materials
   The social foundations of education
   Curriculum

IV

The Fifth-year Program For School Administrators

Until a six-year program for school administrators is generally required, the committee recommends the following five-year program as an acceptable stop-gap measure.

1. Admission To Graduate Study Leading Toward The Master's Degree In School Administration

The student will be admitted to graduate study when:

A. He has met the requirements for the baccalaureate degree through the completion of a program of appropriate courses in his teaching field, general studies, and professional education.

B. He has produced evidence of his competence to do graduate work and to become a school administrator as reflected by entrance examinations, interviews, confidential statements concerning his teaching competencies, scholastic records, placement records, personnel records, and similar data.

C. He has exceeded substantially the minimum requirements for the master teacher program in the areas of general intelligence, the communication skills, and research interest.

D. He has had at least three years of above average teaching success.

E. He has satisfactorily passed a health and physical examination.

F. He has the potential for educational leadership, based on a sound knowledge of educational philosophy. Good human and community relations, the "whole view" of the educational process and system, and administrative talents are other highly desirable qualifications.

2. Admission To Candidacy

The student will be admitted to degree candidacy when:

A. He has satisfactorily completed at least one-half of his graduate program.

B. He has maintained a "B" average in his graduate courses.

C. He has maintained a satisfactory record with reference to his physical, mental, moral, and emotional fitness.

D. He has made satisfactory progress toward becoming a school administrator as demonstrated in a re-evaluation of the types of evidence submitted at the time of admission to graduate study.

3. Granting Of The Degree

The degree will be granted after the student has met the following requirements:

A. He has been officially admitted to candidacy.

B. He has completed 30 semester hours, at least 24 of which must have been taken in residence as a graduate student at the institution granting the degree, with a grade average of "B" with not more than twenty per cent of the grades below "B".